

# Students' Attitude and Their Level of the ICT Use as Learning English Media

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This study aims to reveal the students' attitude towards the use of Information and Communication Technology (ICT) as learning English Media, to describe the level of their ability to use ICT, and to portray their difficulties to apply Internet at universities. This study used quantitative and qualitative (mixed) method which consisted of two data collection techniques: questionnaire and interview. Respondents total 153 students who responded to the questionnaire and participants interviewed were four students from two private universities in Malang, East Java, Indonesia. The findings show that students have positive attitude towards ICT use as media for learning English. The data analysis strengthens the results which indicate that Internet as part of ICT functions helps students to elicit useful information. Of the 99.4% participants respond to the questionnaire which stated strongly agree or agree, its mean score is  $M = 4.69$ , and its standard deviation is  $SD = 0.50$ . The level of students' ability to apply ICT is good. Moreover, interview data indicates that students face two difficulties to apply ICT such as Internet connection problems and ICT illiteracy. The former is regarding the Internet facility given by the university. The latter deals with the students' incompetence in applying ICT because they have no Internet use experience.

*Keywords:* students, attitude, ICT use, learning, English media

## Introduction

The use of ICT enables students to improve their learning strategy from which they are able to increase their learning outcomes (James, 2014). The implementation of ICT in education is fundamental to teaching and learning process. For this reason, students are required to develop their ability to apply ICT in order to facilitate learning process. According to Dogan (2013), in keeping pace with the increase in information and skills that should be learned by students as impact of information dissemination which is impossible taught by schools, it is important for teacher to teach skills to obtain information sources as a process of education. In this case, the use of ICT is very essential to access information in the teaching and learning process.

According to Suraj (2012), in the globalization era, English plays an essential role in many aspects of life such as business, education, transportation, and information technology. English is one of language skills which help people improve their academic achievement (Rimando, 2010). English as a means of communication enables students to increase their knowledge because many people use English to disseminate their experience and knowledge either in writing or in oral communication. English is used in various media such as Internet, TV, music, films, books, magazines, journals, and many other media. Therefore, the ability to use English benefits students to promote their learning achievement because they are capable of understanding much

information which they obtain from many media, particularly at Internet. Searching for much information helps students develop their competences in promoting their academic performance.

Jasmadi (2004) remarks that Internet users come from all over the world and use many different applications. Internet offers various types of popular social media which many people use them such as E-mail, chatting, transfer data file, twitter, facebook, blog, web, and many other media. In education, many people use Internet, particularly electronic mail (E-mail). Not only do they apply email for sending a letter, but they also use it to disseminate information to other people. According to Erdem and Kibar (2014), in the era of information technology nowadays, many people either educators or learners try to find more efficient strategies to search for information or knowledge through Internet. Diblas and Paolini (2013, p. 15) stated that ICT helps teachers develop the quality of teaching and learning process. In other words, ICT such as Internet can provide people with much useful information. Teachers and students at any time during the 24 hours can access meaningful information they need through the Internet. This makes the Internet popular to everyone because they perceive it as part of their daily activities. The use of the Internet for various purposes has been described by Yemen and Yemen (2014).

When someone is accessing information through Internet, he needs reading skills, especially the ability to read English texts. Therefore, the ability to use the Internet and reading skills can be seen as two sides of the same coin. Information and Communication Technology (ICT) can also be used to promote students' competences in improving their learning outcomes. The fact has aroused the curiosity of researcher to examine more deeply about students' attitudes towards the use of ICT as a medium of education in English language learning, their level of the ICT use and their difficulties to apply Internet.

This study aims to reveal the students' attitude towards the use of Information and Communication Technology (ICT) as learning English media at universities, to describe the level of their ability to use ICT and to portray their difficulties to apply Internet.

### **Students' Attitude and the Application of ICT as Learning Media**

Research on the analysis of students' attitudes towards the use of ICT has been done by previous researchers, among others, Erguvan (2014), Yemen and Yemen (2014), Diblas and Paolini (2013), Dogan (2013), Harb, Bakar, and Krish (2013), Ebrahimi, Eskandari, and Rahimi (2013), Papaioannou and Charalambous (2011), Hutchison and Reinking (2011). The researchers generally focused their investigations on the perception of teachers towards the ICT implementation or integration into education at schools. Meanwhile, this study analyzed the attitude of students towards the use of ICT as learning English media at universities. Thus this research is significantly different from previous studies.

Erguvan (2014) claimed that successful implementation of information technology into education relies heavily on teachers' attitudes that ultimately determine how they use that technology in the classroom. Harb, Bakar, and Krish (2013) stated that the study of the application of technology in teaching and learning in the listening and speaking skills courses in college had a positive perception. According to Almekhlafi and Almeqdadi (2010), the teacher's perception of the Internet is affected by the ability to apply ICT at schools. The ability of teachers to use the hardware and software of information technology in the learning process strongly supports their perceptions of the application of Internet technology. Moreover, Papaioannou and Charalambous (2011) say that the perception of teachers on information technology correlates with their educational background which includes training on the use of the Internet and their experience in using ICT.

Sudiran (2015) claimed that Internet plays an important role in the learning reading course. It can be applied as learning media from which students may use to expand their reading skills at university.

According to Marwan (2009), nowadays the application of computer technology has spread widely in the education aspect in Indonesia; however, there are still very few studies that reveal the attitude of the students towards technology innovation. It means that research on the attitude of the students towards the application of information and communications technology such as Internet still receives little attention so that it needs serious efforts to increase research on the application of information technology.

According Tearle (2004), the successful application of information technology involves a complex process consisting of three important components: (1) person that includes belief, attitude, knowledge and skills, time and responsibility; (2) implementation processes which cover plan, sense of belonging, human resources, and professional development; and (3) organizational context which comprises leadership, culture, and external effect. In this study, the researcher employs those three components because they can help him identify the major factors that affect the successful implementation of technology in higher education institutions or universities.

According to Grey (1999), there are at least four functions of the Internet as a medium of education in schools: (1) searching for information; (2) publishing and providing information; (3) as a means of dialogue; and (4) as a medium of collaboration and learning. The four of these functions are the way of the application of the Internet in English language learning. Internet can be regarded as a means of conveying subject matters to students with ease. Sudiran and Presetiyowati (2014) have revealed that media is something that can convey information and support classroom learning activities effectively. Internet as media helps teachers improve students' learning outcomes.

Meanwhile, according to Lee (2000), there are several steps in the use of the Internet that teachers need to consider: (1) Students are expected to understand the basic concepts of ICT and their application to conduct Internet-based activities; (2) They may use Internet to elicit valuable information; (3) Teachers should guide students to take advantage of the Internet such as E-mail, facebook, and block so that it helps learners communicate each other directly; (4) Teachers need to give students opportunity to make corrections and checking email or pages of its website (web page) before they are sent or posted messages; and (5) If the learning activities aim to produce and publish a network, teachers should make sure that the main focus is the task of the language learning, not the design of its website. For this reason, the benefits of the Internet as a means of communication are undisputable; it can be applied to receive and access information. It helps foreign language learners to access learning materials anytime.

### **Research Method**

This study used quantitative and qualitative (mixing) methods, which consisted of two data collection techniques: questionnaire and interviews. Respondents totalled 153 students who responded the questionnaire and participants interviewed were four students from both, private universities, Universitas Muhammadiyah Malang and IKIP Budi Utomo Malang, East Java, Indonesia. This study was developed based on three main issues:

- (1) What is the attitude of students towards the use of ICT as English learning Media?
- (2) How is the level of students' ability to use ICT?
- (3) What difficulties have students faced when they apply ICT at the universities?

The data obtained from the questionnaire was analyzed by SPSS 20 program after the responses were quantified. Each statement was followed by a five-choice response which ranged from 1 (strongly agree) to 5 (strongly disagree) (Horvat, Petri, & Mikrut, 2004). Data calculated with the SPSS program was intended to determine the mean and standard deviation which were used to interpret the data and to draw conclusion. The data attained through interviews was analyzed by interpretation and decoding techniques (Harb, Bakar, & Krish, 2013).

### Validity and Realibilty Test

Having tested the validity and reliability of the measurement tool (questionnaire) of the students' attitude towards the use of ICT, the result shows that validity test value is  $\text{Sig.} = 0.000$  to  $0.038 < 0.05$ . This means that of the 16 statements questionnaire, significant value is in the range from 0.000 to 0.004. While the significance value table is 0.05, the significance of arithmetic (0.000 to 0.004) less than the table (0.05). Therefore, all 16 items of the questionnaire as a research instrument are valid. While the value of reliability all 16 items of the questionnaire are  $r = 0.852$ . According Sekaran (1992) in Priyatno (2012), the reliability value above 0.8 is good. Thus all 16 items in the questionnaire are reliable.

Moreover, the validity and reliability test of the questionnaire about the level of students' ability to use ICT indicates that the test score of validity is  $\text{sig.} = 0.000 - 0.189 < 0.05$ . This means that of all 20 items of questionnaire, significant value is in the range from 0.000 to 0.189. While significant value table is 0.05, thus the significance of arithmetic (0.000 to 0.189) less than the table (0.05). Therefore, all 20 items questionnaire about the level of students' ability to use ICT is valid. Meanwhile, the reliability value is  $0.971 > 0.8$  so that the value of reliability is higher than 0.8, and the questionnaire can be categorized as reliable. Therefore, it can be said that the research instruments as data collection technique are valid and reliable.

### Findings and Discussion

#### Students' Attitude Towards the Use of ICT

The results of the data analysis of the students' attitude towards the use of ICT as learning English media are illustrated at Table 1.

Tabel 1

*Percentage, Mean, and Standard Deviation of the Students' Attitude*

No.	Item	Percentage					Mean	Std.
		SS	S	TT	TS	STS		
1	I feel confident of applying Internet.	44.4	50.3	1.3	3.3	0.7	4.34	0.72
2	I feel confident of applying E-mail.	28.8	58.2	5.9	7.2	-	4.08	0.79
3	I feel confident of applying websites.	24.8	62.1	8.5	4.6	-	4.07	0.71
4	I feel confident of applying search engines (yahoo, google, Excite, etc.)	37.3	53.6	4.6	4.6	-	4.23	0.74
5	I like using E-mail for communication with other people.	19.0	47.7	11.1	20.9	1.3	3.62	1.05
6	I like talking to my friends about Internet.	27.5	47.1	14.4	10.5	0.7	3.90	0.94
7	I always use Internet to do learning activities.	47.7	45.8	0.7	5.2	0.7	4.34	0.79
8	I always use Internet at home.	34.6	50.3	3.3	10.5	1.3	4.06	0.95
9	I believe that to use Internet is benefit.	53.6	42.5	2.0	2.0	-	4.47	0.63
10	Internet helps me to elicit information.	70.6	28.8	-	07	-	4.69	0.50
11	I believe that Internet facilitates communication.	58.2	37.9	1.3	2.6	-	4.51	0.69

(Table 1 continued)

No.	Item	Percentage					Mean	Std.
		SS	S	TT	TS	STS		
12	Internet is useful to understand online information.	45.8	50.3	2.0	2.0	-	4.39	0.63
13	I believe that Internet is important media to learn.	39.2	49.7	5.9	4.6	0.7	4.22	0.80
14	I believe that Internet facilitates online learning activities.	43.1	45.1	5.2	5.9	0.7	4.24	0.85
15	I believe that learning Internet is very beneficial.	53.6	40.5	2.0	3.9	-	4.43	0.72
16	Learning Internet skills helps me improve my academic achievement.	30.1	49.7	11.8	8.5	-	4.01	0.87

As shown in Table 1, students respond to 16 statements that express their attitude towards the use of Internet technology as learning English media at universities. At the Table, it is clear that the highest percentage of students' responses which show their positive attitude is the statement number 10, "Internet helps me elicit information" (99.4% of respondents respond that they "strongly agree or agree" with the statement), the mean score is  $M = 4.69$  and standard deviation is  $SD = 0.50$ . The next statement that shows the positive attitude of the students on the use of Internet technology is the statement number 11, "I believe that Internet facilitates communication" (96.1% of respondents respond that they "strongly agree or agree" with the statement), the mean score is  $M = 4.51$  and standard deviation is  $SD = 0.69$ .

Meanwhile, the lowest percentage of the students' responses to the statement that show their positive attitude towards the application of ICT is number 5 namely, "I like using e-mail for communication with other people" (of the 66.7% respondents respond to the statement that they "agree or strongly agree"), with the mean score  $M = 3.62$  and standard deviation score  $SD = 1.05$ . The percentage figure is the lowest number of the 16 statements that were successfully responded by students as respondents. The figure at the same time states that the students have a positive attitude towards the ICT. This encourages them to stay communicative with their friends with the topic focused on the use of information and communication technology like Internet. Based on the result of the questionnaire analysis, it can be said that students at both the University of Muhammadiyah and IKIP Budi Utomo Malang have positive attitude towards the use of ICT or Internet as learning English media at higher education institutions or university.

### The Level of Students' Ability to Use ICT

The connection between attitude and the level of ICT application such as the Internet can be assumed that if a student has a positive attitude towards the ICT or the Internet use, he will have a tendency to take advantage of the information and communication technology. The ability to use or operate the ICT is a form of response to the attitude of a student who supports the use of the Internet as a medium of learning in the campus. Therefore, in line with a positive attitude towards the application of ICT, it needs to know whether or not the extent of students' ability in using ICT exists.

Data that describes students' level of ICT use as learning media at the universities is elicited by distributing questionnaire to the students who study at both the University of Muhammadiyah and IKIP Budi Utomo Malang. The result of the questionnaire analysis can be seen at Table 2 below.

Tabel 2

*Percentage, Mean, and Std. Deviation and the Statements*

No.	Statements	Percentage		Mean	Std.
		Yes	No		
1	I can access Internet.	98.7	1.3	1.01	0.11
2	I can apply website to obtain information	91.5	8.5	1.08	0.28
3	I can use homepage to search for information.	98.0	2.0	1.02	0.13
4	I can use link to make new page.	89.5	10.5	1.10	0.30
5	I can use operate homepage.	90.2	9.8	1.10	0.29
6	I can use add either Bookmark or favorite pages.	73.9	26.1	1.26	0.44
7	I can save pictures from websites.	83.0	17.0	1.17	0.37
8	I can save texts from websites.	87.6	12.4	1.12	0.33
9	I can recognize virus from Internet.	52.9	47.1	1.47	0.50
10	I can check email.	92.2	7.8	1.08	0.27
11	I can send email.	95.4	4.6	1.05	0.21
12	I can read email.	96.1	3.9	1.04	0.19
13	I can access and read attachments.	78.4	21.6	1.22	0.41
14	I can send attachments.	74.5	25.5	1.25	0.43
15	I can save email address.	88.2	11.8	1.12	0.32
16	I can forward messages to some friends.	88.2	11.8	1.12	0.32
17	I can send emails to friends.	92.2	7.8	1.08	0.27
18	I can printout emails.	73.9	26.1	1.26	0.44
19	I can create a password for email.	94.8	5.2	1.05	0.22
20	I can manage messages in a folder.	77.8	22.2	1.22	0.41

Table 2 above illustrates students' level of ICT use as learning media at universities. It can be seen that students respond to the 20-statement questionnaire which expresses their ability to apply ICT as learning media. Table 2 also indicates that the first highest percentage of the respondents' response to the statement that shows their level of ability to apply ICT is number 1, i.e., "I can access Internet" (a total of 153 respondents who responded to "Yes" is 151 (98.7%) with mean score  $M = 1.01$  and standard deviation  $SD = 0.11$ ), and the rest are two respondents (1.3%) who respond "No". The second highest percentage of the statement which indicates the students' level of ability to use ICT is number 3, "I can use homepage to search for information" (of the 153 students who respond to "Yes" is 150 (98.0%) with mean score  $M = 1.02$  and standard deviation  $SD = 0.13$ ). And the third highest percentage of the statement which illustrates the students' level of ability to apply ICT is number 12, "I can read email" (of the 153 students who respond to "Yes" is 147 (96.1%) with mean score  $M = 1.04$  and standard deviation  $SD = 0.19$ ).

Furthermore, the rate of the lowest percentage of students' response to the statement that indicates the level of their ability to use ICT as a medium of education in higher education is number 9, "I can recognize virus from Internet" (of the 153 students who respond to "Yes" is 81 (52.9%), with mean score  $M = 1.47$  and standard deviation score  $SD = 0.50$ ).

Through the percentage, mean, and standard deviation of each statement of Table 2 whose value is in the range from 52.9% to 98.7%, it indicates that in general students of the University of Muhammadiyah and IKIP Budi Utomo Malang have showed their ability to apply ICT as a medium of teaching and learning process. From the data analysis successfully obtained through a questionnaire, it can be said that the level of students' or respondents' ability to use ICT as learning media can be categorized as good. Again, they have a positive

attitude towards the implementation of ICT. The students' attitude and the level ICT use were demonstrated by their responses to the questionnaires which existed at the two tables above.

### **Students' Difficulties to Apply ICT at Universities**

Although students have positive attitude, knowledge, and skills in applying information and communication technology (ICT) like Internet, it is by no means that they free from difficulties in implementation. The difficulties arise when they access the Internet at campus. Their problems of applying Internet at campus can be broken down into two main points: First, the problems are regarding the Internet connection which can be seen when students are using the Internet at campus. Both the University of Muhammadiyah Malang and the IKIP Budi Utomo have Internet network which is concentrated in certain locations such as offices, laboratory, and library. These places at office hours are visited by many students and they use the network to access Internet. The connection of Internet will be slow and often fail if there are more students who access the Internet simultaneously. When the students are accessing websites in the morning, Internet connection is having no problems. However, connection has problems or no Internet connection in the afternoon because more students use Internet so that the network connection is weak, and it takes longer time to access information. The weak connection happens because the Internet network available is divided to several units of the computer or laptop being used by students who are accessing the Internet at the same time.

Second, problems are concerning with the lack of ICT knowledge. The students' level of knowledge and ability to apply ICT is different from one to another so that their ability to use ICT devices such as a computer or laptop ranges from low to high level. Students who have a better knowledge of ICT have no difficulty in accessing the Internet, and they can access more information faster than those who have no ICT knowledge. In contrast, those who have a lack of ICT skills find many problems to access Internet in order to obtain useful information so that they are unable to complete their assignments faster.

In order to solve the problems, the students usually reschedule to access Internet at campus not in the afternoon but in the morning. The rescheduling is done to avoid Internet connection problems. Besides changing the schedule of Internet access from noon to the morning, some students subscribe to a data package via mobile phone or Internet service subscription installed at home. For those who are not willing to subscribe to the Internet service can also take advantage of Internet-pay service to access the Internet. The changing schedule and the subscription of Internet access are intended to reduce the problems of Internet access at campus and to enable students to access information through the campus Internet so that they are able to complete their assignments as soon as possible.

Furthermore, according to the students' response to the interview, the lack of ICT knowledge problems can be solved by shaping small groups of three people each. Then, students who have high ICT knowledge take a role as the group's leader, while students whose ICT knowledge is weak serve as group members. Thus, each group consists of students who have different levels of ICT knowledge. Through this strategy, they can learn from each other so that those who know little ICT knowledge can improve their knowledge of ICT application from other group's members. The strategy has a double benefit: First, it can increase students' knowledge about ICT, and second, it can assist them to accelerate their learning process, which in turn helps them finish their study faster.

The data obtained is relevant to the students' attitude towards the use of Information and Communication Technology (ICT) as learning English Media at universities, and the results of the study relate to the research

questions because they answer all the questions existing at the research method. Moreover, it can be said that the students of both University of Muhammadiyah Malang and IKIP Budi Utomo have a positive attitude towards the use of ICT as learning English media. Moreover, based on the questionnaire analysis of the level of students' ability to apply ICT, their level is categorized as good. The ability to apply ICT underpins their learning achievement because it facilitates effective learning activities. The respondents are generally able to apply ICT, but some of them face difficulties when they use Internet to access useful information.

The data obtained support findings because it is the students' responses which describe their attitude towards the use of ICT and the level of their skills in the ICT application at universities. The data shows that students need ICT as learning media which enables them to search for useful information as one of their efforts to achieve their success. Students' knowledge and skills of ICT are determining factor to the successful application of information technology because those who have competence to use information technology tend to use it to complete their learning tasks. In other words, Internet facilitates learning, and it helps students to finish many assignments which enable them to achieve their goals.

The application of ICT plays an important role in the students' efforts to achieve their success because it helps them develop knowledge and skills that determine their learning achievement. Their successful learning depends on both knowledge and skills that they have already learned. Therefore, students are agents of knowledge and skills development so that they should be involved in various activities aimed at improving the knowledge and skills which enhance the quality of universities as a means of fostering an atmosphere of academic life.

### Conclusion and Suggestion

Based on the findings, it can be concluded that the students' attitude towards the use of information and communication technology or Internet as learning English media is positive. The level of students' ability to apply ICT is good. Moreover, students face two problems when they access Internet at the university: weak Internet connection and ICT illiteracy. The former is regarding the Internet facility given by the university. The Internet connection has problems which cause students can access no information because its connection is weak or no connection. The problems exist because the users are more than its connection capacity. The latter deals with the students' incompetence in applying ICT because they have no Internet use experience. Such students are usually graduated from rural area schools where ICT facility is impossible to find because there is no electricity supply. However, those problems challenge the students to improve their ability to employ Internet or ICT.

The study investigates the students' attitude towards the use of ICT as a medium of learning English. It advances English education field of study, particularly on reading comprehension course through the use of Internet to access meaningful information which enables students to increase their knowledge. On the basis of the findings, it can be recommended that this study need further development in order to have the breadth of the field of study. Study with the same topics still need development because it has received little attention.

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